

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Maria Del Rosario Coplea

Official School Name: James Bowie Elementary

School Mailing Address:
PO Box 2514
Alamo, TX 78516-2514

County: Hidalgo State School Code Number*: 108-909-101

Telephone: (956) 702-5839 Fax: (956) 702-5842

Web site/URL: http://psja.bowiees.schoolfusion.us/ E-mail: rcoplea@psja.k12.tx.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Daniel King

District Name: Pharr-San Juan-Alamo ISD Tel: (956) 354-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Pete Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------------|---------------------|
| <u>26</u> | Elementary schools |
| <u>5</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>3</u> | High schools |
| <u>4</u> | Other |
| <u>38</u> | TOTAL |

2. District Per Pupil Expenditure: 10291

Average State Per Pupil Expenditure: 10162

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	38	30	68	7	0	0	0
K	37	30	67	8	0	0	0
1	39	46	85	9	0	0	0
2	37	48	85	10	0	0	0
3	43	34	77	11	0	0	0
4	47	40	87	12	0	0	0
5	35	37	72	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							541

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 1 % Black or African American
 97 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 2 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 34 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year.	110
(2)	Number of students who transferred from the school after October 1 until the end of the year.	74
(3)	Total of all transferred students [sum of rows (1) and (2)].	184
(4)	Total number of students in the school as of October 1.	541
(5)	Total transferred students in row (3) divided by total students in row (4).	0.340
(6)	Amount in row (5) multiplied by 100.	34.011

8. Limited English proficient students in the school: 41 %

Total number limited English proficient 221

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 412

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 23

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>60</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	98%
Daily teacher attendance	91%	94%	95%	93%	95%
Teacher turnover rate	0%	8%	8%	11%	13%

Please provide all explanations below.

Promotion of Bowie teachers prompted the 13% and 11% turnover. Teacher attendance rates were below 95% due to maternity leave and death in the family.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

James Bowie Elementary in Alamo, Texas is part of the tri-city Pharr-San Juan-Alamo Independent School District. It is located in the southern tip of Texas just seven miles from the Mexican border. Due to this geographic location, the transient student population poses a great challenge. The school has a 34% mobility rate; therefore, the faculty must address the academic skills of the students that continuously shuffle in and out of the campus. These students often have limited experiences and lack vocabulary development. Another challenge is the large Economically Disadvantaged population (77%). Almost half of the student body is Limited English Proficient (41%) which contributes to the school's At-Risk population currently at 74%. These statistics are a great challenge to any school; however, it is our staff's relentless drive for individual student success that sets our vision of high academic standards, regardless of economic or language barriers.

The belief of "working hand in hand" to foster individual student needs is evident in our partnership among school, home, and community. A unique example that demonstrated unity among these three entities was the support and comfort offered to one of our terminally ill students. When he was diagnosed with brain cancer the school, home, and community came together to create at home a winter wonderland, serenades, gift bank, continuous family meals and frequent visitations to provide a "leaning hand" for the family in their darkest times.

In an effort to work toward a unity of purpose among all stakeholders (school, home, and community) and to ensure a student centered environment, the school plans a calendar of events that highlights special activities which focus on student learning. This calendar is sent home via newsletter, and posted on the marquee and campus webpage. The message to parents and community is they are welcome at our school and also keeps them abreast of all school functions. Thus providing an opportunity for optimum parental and community involvement.

These activities are so successful that some have become 20 year traditions. A few examples of these activities are:

- Meet the Teacher Night: This activity in September allows parents to come in, meet the teacher that their student was assigned and discuss curriculum and expectations.
- Storybook Character Parade in October: This activity allows students to "dress up" as one of their favorite storybook characters. This activity brings the parents, faculty, and students together and also promotes reading which is highly regarded at James Bowie.
- Doughnuts for Dad: This activity in October invites any male figure important in the lives of our students to come in to the classroom and participate in their child's learning.
- Family Pot Luck Dinner: This activity in November involves both the learning and business community and are invited to participate in a school-wide dinner that involves parents, students, faculty, and staff where the school showcases special student talents.
- James Bowie Canned Food Drive: This activity is designed and carried out by our 5th grade student council. The canned food drive is carried out in November and allows students to collect food for needy families within our community, and later create food baskets for them thus fostering a partnership between students and community.
- Muffins for Mom/Mother's Day: This activity in May invites any female figure important in the lives of our students to come in to the classroom and participate in their child's learning while linking Mother's Day activities and presentations to the state curriculum.

Although our yearly family traditions help promote a sense of unity, it is our passion for the attainment of high academic standards that have traditionally led us to be the recipient of numerous educational state and national accolades such as:

- National T-1 Distinguished Award ('97-'98, '00-'01)
- National T-1 Honored School Commendation ('95-'96)

- National Center for Accountability High Performing Schools List ('00-'01)
- National Migrant Certificate of Commendation; Excellence Performance and Acknowledgement Performance ('97-'98, '00-'01)
- National Latino Children's Institute Award; National Estudiantina Infantil ('02-'03)
- National Bilingual Award; Exemplary Bilingual Practices by NABE ('99-'00)
- Texas Governors' Successful School Award; Texas Education Agency ('91-'92, '92-'93, '94-'95, '02-'03)
- Texas Successful Schools Study Site ('98-'99, '99-'00) Quality Education for Limited English Proficient Students (published by IDRA and NABE January 2000)
- Texas Education Agency Exemplary School and Gold Performance Award ('94-'95, '96-'97, '97-'98, '98-'99, '99-'00, '00-'01, '03-'04, '07-'08)
- Texas Education Agency Recognized School ('95-'96, '01-'02, '02-'03, '04-'05, '05-'06, '06-'07)
- Texas Honor Roll School by Texas Business and Education Coalition ('99-'00, '02-'03, '05-'06, '06-'07, '07-'08)
- Texas Monthly magazine Best Schools List
- Texas Educator Excellence Award ('06-'07)
- Texas Nomination for National Blue Ribbon School Award ('08-'09)

Although these awards and accolades are impressive, our personal reward is that of the development of successful life-long learners and productive citizens of society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Accountability is stressed at James Bowie Elementary. Both faculty and students met the goals set forth by the state of Texas. The data presented is a reflection of our faculty's devotion to the children of James Bowie Elementary and testament of the hard work and dedication that James Bowie students have toward their education.

The State of Texas requires that all public schools assess students with the state exam, Texas Assessment of Knowledge and Skills (TAKS). This test, based on the Texas Essential Knowledge and Skills (TEKS), is the basis for all instruction in Texas public schools for Kindergarten through 12th grade students. The test, first administered in 3rd grade, assesses students' performance in certain academic areas from 3rd through 10th grade.

Aside from rating individual student performance, the state uses the assessment results to place schools at four levels—Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. In order to meet the criteria for Exemplary, the school must have 90% of all students tested meeting the passing standard. James Bowie Elementary has attained either an “exemplary” status for 8 years and “recognized” status for 6 years. In addition, we have also received Gold Performance acknowledgements in attendance, commended recognition in Reading, Writing, Mathematics, and Science. All of these achievements have been warranted because of the students' dedication to their learning. This is evident in our Spanish speaking population which has performed just as well as their English speaking counterparts on state assessments even though they have the task of meeting higher percentage standards as per the state scaled score.

In Spring 2008, students in 3rd – 5th grade were administered the state Reading exam, TAKS, in English and Spanish. In Reading, 94% of our English speaking students in 3rd grade passed the test in English; 100% of our Spanish speaking population passed the test in Spanish (greater than 99% of Limited English Proficient (LEP) students meeting the passing standard). James Bowie Elementary performed above the State standard which was 89% in English and 83% in Spanish and the District average being 86% in English and 83% in Spanish. Our 4th grade students, who also tested, performed exceptionally well. Ninety-three percent of the students taking the English assessment met the passing standard and 81% of the students taking the Spanish assessment met the passing standard. The fourth graders too performed above the State standard which was 79% in English and 71% in Spanish and the District average of 85% in English and 77% in Spanish. Fifth grade, like their fellow Bowie students, did not lag behind. These students also performed especially well in their state Reading exam. Ninety-seven percent of the students taking the TAKS test in English met the passing standard in comparison to the District average of 84% and the State average of 85% in English and 83% for the District and 73% for the State in Spanish.

In addition to the Reading examination, the students also took a state exam in Mathematics. Our third grade, English students had 96% mastery on the TAKS Mathematics exam and greater than 99% of our Spanish students mastered the exam as well. Our students performed above the State average which was 85% in English and 78% in Spanish and the District average being 83% in English and 70% in Spanish. In 4th grade, 97% of the students taking the state exam in English met the passing standard and 94% of the students who tested in Spanish passed the exam as well. These students, like all the others, also performed above the District average which was 85% in English and 64% in Spanish and the State average of 87% in English and 76% in Spanish. Our fifth grade students ranked as well as our 3rd and 4th grade students. Ninety-eight percent of the students passed the Mathematics state exam test in English with greater than 99% of LEP students meeting the passing standard. All James Bowie students tested once again performed above the District group of 85% in English and whole group of 52% in Spanish as well as the State average of 86% in English and 50% in Spanish).

Meeting the minimum passing standard in Texas is a requirement, however, at James Bowie Elementary we challenge our students to excel and thus achieve Commended Performance. In the state of Texas receiving Commended Performance is an indicator that the child has an above grade level understanding of the material. James Bowie was proud to have an average of 33% of 3rd, 4th, and 5th grade students achieve this honor in Reading and 55% of 3rd, 4th, and 5th, grade students received this honor in Mathematics, with 74% of 5th grade receiving Commended status.

It can be noted, when looking at our test scores, that James Bowie Elementary students are extremely dedicated and take their education very seriously. An alliance has been formed between our faculty, staff, and students. It is because of this fostered alliance that the students of our campus have been able to perform academically higher than their peers within the state of Texas.

* If any further information on James Bowie's academic performance is needed, please visit the Academic Excellence Indicator System on the Texas Education Agency website at <http://ritter.tea.state.tx.us/perfreport/aeis/>.

2. Using Assessment Results:

Data-driven decision making is an integral part of James Bowie's daily operations. The teachers and administrators are continually analyzing and disaggregating data from district and campus benchmarks in order to facilitate effective decision making.

Immediate results of all assessments are given to teachers and a copy is kept by the principal to refer to when holding parent and faculty conferences and evaluations. The individual copies given to the teachers include written comments suggesting areas to target, identifying students in need of intervention, and a list of parents to call for parent conferences. The teacher then disaggregates the data individually in order to gain an understanding of the strengths and weaknesses of the class and uses that data to plan meaningful instruction and the course of action suggested by the principal.

We also believe that it is important to disseminate this data to the students and the parents of James Bowie Elementary. We currently post district benchmark results on a highly visible area. This helps promote self-awareness in our students so that they too continue to be responsible for their learning and at the same time instills healthy academic competition.

Teachers also have available to them a report from *SuccessMaker Enterprises* which can be used to interpret data. This report offers teachers the opportunity to note student progress in Reading and Math from the work they complete in the computer-based program. The report offers a breakdown of specific skills and objectives taught throughout the month. Teachers utilize this data to adjust their classroom instruction thus helping to create more effective instruction based on individual student needs.

In addition to monitoring student progress with district benchmarks and reports, the administration and teachers also use other forms of data to continually assess the students' progress. One other form of data used regularly to monitor student progress is the *Accelerated Reading Summary Sheet*. This chart provides teachers with information on the students' reading level, fluency rate, and comprehension ability. This form allows teachers to keep updated information on their students' Reading progress.

Data collected is not only shared with students, but with parents as well. Data is regularly dispersed to parents at regularly scheduled student/parent/teacher conferences. Parents are shown the data and explanations are given as to the meaning of the results so that they too are informed of their child's progress. If a student is struggling, the parent is given strategies as to how to help their child at home so that the student can achieve success.

At James Bowie Elementary we believe in being eclectic in using various forms of data gathering. This allows us to form a clearer picture of our students needs. Because assessment and instruction are analyzed using differentiated means it becomes more meaningful and thus addresses our students' academic needs more effectively.

3. Communicating Assessment Results:

Open communication is highly regarded at James Bowie Elementary because we believe it is the key to student success. Open communication allows us to stay intra-connected, not just within the campus faculty, but also with the families of our students and the community that services them as well.

Parents are continuously kept informed of their child's learning through the use of a daily planner. This planner provides teachers and parents an opportunity to communicate on a daily basis by keeping parents abreast of their child's assignments and by reading comments written in by the teacher. This method of communication has proven to be very effective in parent-teacher interaction increasing parental involvement and sends the message to parents that they too are accountable for their child's educational success.

Results of assessments are shared with parents on a timely manner so that they can take part in child's learning. Individual student conferences are held so that the teacher, administration, parents, and the student may actively discuss the rate of progress and devise a "plan of action" which can be anything from reading at home as a family to having parents visit the classroom to observe lessons.

An on-going effort has also been made to keep the community informed of our successes. The school's end of year assessment results are posted on the school website, in the local newspaper, and the district's educational channel so that those in the community can see the results the campus achieved. These informational sites have prompted congratulatory visits from Alamo's mayor, district attorney, State Senator Eddie Lucio, and other dignitaries. Our successes have been made possible through the dedication of our students, staff, parents, and community.

Other official methods used to communicate student performance to students, parents, and community are as follows:

1. M-Class assessment reports for PK students are made available at the beginning, middle, and end of the year.
2. PK Progress Report Cards are given to parent every 9 weeks.
3. Texas Primary Reading Inventory (TPRI)/Tejas Lee item analysis printouts are shared with K-3rd grade parents at the beginning, middle, and end of the year.
4. Progress Reports are sent home every 3rd week of a six week grading period for K-5th grade.
5. Report Cards are generated at the end of every six week grading period for K-5th grade.
6. Individual Student Confidential Report for TAKS (Texas Assessment of Knowledge and Skills) are disseminated to parents at the end of the year itemizing student's testing results.
7. Yearly Academic Excellence Indicator System (AEIS) School Report Card is generated by the school district in September. This report card is a requirement by the Texas State Legislature to notify parents about student performance on TAKS, as well as expenditures and student/teacher ratio for James Bowie Elementary.

*For further information on AEIS results for James Bowie Elementary please visit the Academic Excellence Indicator System on the Texas Education Agency Website at <http://ritter.tea.state.tx.us/perfreport/aeis/>.

4. Sharing Success:

James Bowie Elementary has been the recipient of numerous national and state awards for its educational excellence. It is the attainment of these awards that have prompted numerous visits from educators to seek

ideas, ask for suggestions, or gather input about the strategies and curriculum used at James Bowie Elementary

Because of the educational distinction merited through these awards, Bowie has served as a visiting school and has been a hosting site for research implementations. Our most recent, was a study conducted by IDRA on the effectiveness of bilingual education. James Bowie Elementary was featured in the *National Association of Bilingual Educators Journal* in 2002. The campus was cited as a model campus for its exemplary bilingual program implementation. Through this publication the campus was given the opportunity to share its methodology and ideology with administrators and educators across the nation.

Presently, the principal serves the district as a mentor principal. Several schools are assigned to her cluster and are under her tutelage. The principal meets with other cluster schools on a monthly basis and assists them to disaggregate student assessment data, analyze the needs of students, and guide the principals with strategies that will support the implementation and monitoring of their educational action plans.

The faculty of James Bowie Elementary is always ready and willing to help others. Because of their established expertise in curriculum and delivery of instruction our teachers have served as curriculum writers, teacher mentors, Texas Education Agency committee members on panels for assessment and curriculum, and have presented at state and national conferences in bilingual education (TABE and NABE). Recently, one of our bilingual teachers traveled to China to teach English to pre-service teachers currently enrolled at the university in China. These experiences have provided our staff with the opportunity to not only learn through personal experience, but through the experiences they have shared with others. Because we believe in recognizing success and contributions above and beyond the call of duty, special awards are presented to teachers at the district and campus level for their extra effort and dedication.

It is through these educational partnerships that James Bowie Elementary has shared and will continue to share its success and educational strategies with those in the field of education and welcome the opportunity to mentor other schools as a Blue Ribbon School.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Bowie Elementary curriculum follows the Texas Essential Knowledge and Skills (TEKS) with a timeline set by PSJA ISD. This curriculum is set for the students to meet passing standards by the State of Texas. However, our mission is to empower our students, not just with “passing standards” set by the state, but with lifelong academic and social skills that will put them ahead of the general population. It is for this reason that our curriculum is embedded with other resources so that our teachers may choose accordingly to address individual student needs.

Our curriculum starts with a full day Pre-kindergarten (PK) Adapt program that teaches via Montessori Methodology whereby letter recognition and sounds, numbers, science, handwriting, and social skills are taught through song, dance, and manipulatives. Our PK students are given the foundation of expected classroom behavior and responsibility to prepare them for the rest of their educational career...a very important necessity which is unanimously agreed upon by all our teachers. The scaffolding of academic and social learning of pre-requisite skills set the early foundation for future success.

The school’s math curriculum is the textbook adoption Scott Foresman *EnVision Math* which is used in Kindergarten and 1st grade. The use of manipulatives is widely used by teacher-made lessons to give the students a visual and kinesthetic view of number concepts to prepare them for abstract thinking and use of higher level skills in math. *EveryDay Math* and *CScope* lessons provide a variety of lessons which are frequently implemented to increase mastery. Our Kindergarten students participate in our *SuccessMaker* program. This program keeps track of students’ progress, and reports are generated to provide teachers a delineation of skills for planning purposes. Other technology that our teachers use are: *StarFall*, *Learning.Com*, *United Streaming*, and an array of Math software to compliment higher order thinking skills and real life problems. Second to 5th grade levels follow the developmental skills of the Scott Foresman state adoption, *EnVision Math* textbook. Starting in 2nd grade we implement the *Sharon Wells* Mathematics Curriculum. *EnVision* concepts are reinforced by *Sharon Wells* with various methods of instruction giving our students a chance to go above and beyond just the “passing standard”. Objectives being taught are reinforced with analytical problem solving (5 per week) allowing them to apply numerical math learning to word problems. Objectives of the week are further reinforced with skills and basic facts practice. Basic Facts are practiced daily starting in 1st grade with oral *WrapUps* and timed *Mad Minute*. These students also take advantage of our *SuccessMaker* computer program weekly. Additional technology resources used are: *UnitedStreaming*, *Learning.Com*, and other challenging Math software. Other workbooks used to specifically reinforce TAKS (Texas Assessment of Knowledge and Skills) objectives are *Kamico*, *Step Up to the TAKS*, *TAKSMaster*, *TAKS Coach*, *Jumpstart* and *Buckle Down*.

Our Science curriculum is largely “hands-on” driven because we believe that in order to fully understand the scientific process and vocabulary students must form, test, and defend a hypothesis in order to express themselves through writing in journals. In these journals, the students record pictures of the experiments, facts, and their own observations and experience. The scientific process is imbedded in all Science lessons from Pre-Kindergarten -5th grade. Most of the Kindergarten and 1st grade lessons and experiments are teacher-made and all lessons follow the TEKS standards and district guidelines based on the state adoption *Discovery Works* by Houghton Mifflin. Lessons at these two levels are “hands-on” experiments and student classroom reporting through the use of pictures, graphs, or notes written in journals. Vocabulary is reinforced through pictures and Word Walls. Teachers will sometimes download an experiment from *CScope* to reinforce a concept. *UnitedStreaming* videos are a part of the lessons for all grade levels. Second and 3rd grades use the state adopted *Discovery Works* Science textbook. Teacher-made lesson plans are used and are a large component in implementing instruction. At the 4th and 5th grade level students are sent to a Science Lab classroom where a Science teacher is responsible for teaching concepts and conducting lab experiments. The

Science teacher uses the state adoption and other textbooks to reinforce various student expectations. Students are immersed in vocabulary, lessons, and experiences using weekly experiments. They are required to keep a classroom journal for vocabulary and a lab journal for note taking on experiment observations. The district adopted Houghton Mifflin *Discovery Works* textbook is supplemented with the workbooks *Options*, *ScienSaurus*, and *Reading First thru Science* as an integral part of curriculum at this level. Fourth and 5th grade students are involved in a Science Fair whereby they choose the experiment, formulate a hypothesis, test their hypothesis, and analyze and interpret the results for the community at “Open House” Week.

Reading, listening, speaking (TEKS objectives), and writing are the ways in which we communicate with others, and at Bowie our goal is that students are offered the best opportunity to be versed in all of them. Starting in Pre-Kindergarten we strive to ensure all students know that listening leads not only to speaking but that the spoken word becomes written word. Therefore, Pre-Kindergarten teachers read Big Books to students daily. The students then not only draw a picture of what they saw in the story but also of what they heard. They show and describe their picture to the teacher. The teacher then writes down in correct spelling their explanation allowing students to see their picture and connection to words. In Kindergarten, the students are expected to further their writing after they have heard a story then write simple sentences and continuing Pre-K procedure by adding simple sentences engaging their newfound knowledge of nouns and verbs. Journal writing is encouraged through Science activities. Daily News activities are incorporated as a part of their social studies writing. In first grade students are introduced to the Randy Whitney Writing Academy curriculum. Writing is incorporated into reading by continuing picture writing with our textbook adoption Scott Foresman *Reading*. Students continue incorporating writing journals for science experiments, and social studies by writing about holidays, special celebrations and people in history. Second to fifth grade levels expand their base by using our textbook adoptions Harcourt *Language*, Scott Foresman *Reading*, McGraw-Hill *Spelling*, Houghton Mifflin *Discovery Science*, and Scott Foresman various Social Studies titles. Teachers continue the scaffolding of Randy Whitney curriculum and start keeping writing portfolios to share with students during reading and conferencing time. Because Texas students are tested on their writing skills in fourth grade, it is at this level that an intensive writing program is began to prepare our students for the 4th grade state test and future writing assessments. At this level, students are immersed in Randy Whitney strategies to hone focus and coherence, organization, development of ideas, conventions, and most important of all, voice. Writing is made a part of all 4th grade subject areas especially in the grammar where we start using *The Shurley Method* Curriculum to improve writing conventions. Fourth grade teachers use various workbooks such as TAKSMaster, *Kamico*, *Step Up to the TAKS*, *TAKS Coach* and other commercial workbooks. Teachers have also incorporated WOW (Writing on Wednesday) where the day is dedicated to grammar and incorporated writing, first with teacher guidance and whole group involvement so that in January the students will be writing on their own with the teacher monitoring. Fifth grade continues the task of preparing our students to succeed in middle school by engaging in Creative Writing using various novels where they write difference endings to the story, change the personality of the character, and “what if” scenarios. The practice of Writing Journals is continued at the Science Lab setting.

Because our Mission Statement reflects our belief that involvement of the community is one of our priorities, our first goal in Social Studies is to begin familiarizing our students with their own community. In Pre-Kindergarten and Kinder, citizenship is taught at this level with classroom and school rules which emphasize that rules are a necessity for a productive community. These students are taught about their own neighborhood through the state adoption, , and reinforced with teacher-made lessons and occasional visitors that are involved in community jobs. Our 1st to 5th grades use the district adopted textbook, Scott Foresman *Social Studies*, with occasional implementation of *CScope* lessons. In an effort to expand community knowledge and bonding, our 5th grade students are actively involved in community projects like collecting canned food for the needy, visiting nursing homes to play music, fundraisers for our students in need, and bringing visitors to our campus.

2a. (Elementary Schools) Reading:

Our campus has traditionally implemented several reading programs designed to enhance reading success. These programs support the current state adoption Scott Foresman which is our core curriculum. This reading adoption is used across the grade levels as a foundation to provide to provide continuity for the students. However, our utmost concern and goal is to address the individual needs of our students. Research has shown that there is not one program that can be a fix all for all grade levels. The school has implemented after much trial and error and through collaboration, several enrichment programs that enhance the reading curriculum so that every child at our campus receives an education tailored to their academic needs. Timed reading comprehension and fluency tests are administered to ensure students are maintaining grade level success.

In addition to our adopted text the campus currently is implementing an interactive phonics program in our early childhood classes (K-1st). The program, *Sing, Spell, Read, and Write*, provides the children with exposure via vocabulary, chanting and total physical experience to phonics so that they may develop a strong foundation in Reading and pave the way for success in other subject areas. The program, available in both English and Spanish, addresses the needs of our students through developmentally appropriate practices.

A similar version of *Sing, Spell, Read, and Write* is utilized in our second grade classrooms to address the needs of our readers who are still developing their basic reading skills in a fun and inventive way. *Waterford*, which is computer based, allows the child to interact with Reading through videos, narratives, singing, and reading. This program is unique in the sense that it identifies the areas the students are struggling with via placement tests. The teachers are then allowed to prescribe lessons targeting the students' individual needs allowing the students further appropriate development as opposed to hit-and-miss programs that are not custom designed.

For over seven years, James Bowie Elementary has had the privilege of hiring D.M.R. Educational Consulting, Inc. for Reading. The initial session addressed student expectations of concern as per campus benchmark results. This staff development by Dr. Diana Ramirez continued to offer a three day model that addressed the state mandated test, TAKS: Day 1 covered TAKS Reading objectives 1 and 2, Day 2 covered objectives 3 and 4, and Day 3 covered fluency and test-taking strategies. This 3 day model provided instruction to teach reading skills through authentic literature, student products, games, and activities. Every subsequent year D.M.R. Consulting has provided updates so that veteran teachers are able to continue expanding their reading knowledge base. Other reading sessions offered have been Day 4 (Expository Text Instruction), Day 5 (Intervention Strategies for Re-Testers), and Day 6 T.A.K.S. Summit. The PSJA school district also offers this inservice model every year to ensure that new teachers are given an opportunity to learn Texas reading curriculum instruction and assessments. In this manner new and veteran teachers are able to continue learning.

We believe that a strong foundation in reading is key to the success of any student. It is for this reason that we have chosen to incorporate several programs rather than just one, in doing so, we will meet the individual needs of all our students.

3. Additional Curriculum Area:

Setting high academic goals has always been the driving force at James Bowie Elementary. It is the pursuit of this mission that motivates the staff to continually challenge themselves in discovering new and innovative ways to deliver instruction in all curriculum areas. This is evident in the area of technology. James Bowie's teachers recognize the importance of the future role of technology and strive to integrate it into the curriculum, as well as use technology to contact parents.

The campus website is used to maintain the home-school connection. The website offers parents the opportunity to stay connected with their child's teacher as well as to be involved in the curriculum as it is

being delivered in the classroom. It allows parents the opportunity to e-mail teachers, view assignments, read about upcoming events, and even see their child at work through pictures teachers post for parent's viewing. These are just a few examples of how the teachers continually utilize the available technology resources to keep parents involved and help the students gain a better understanding of the curriculum objectives.

Technology is implemented in other various methods at our campus in order to maximize multi-media experiences for Bowie students. For example, our library is equipped with *Polycom* video conferencing units that our teachers utilize. With these units, students are given the opportunity to participate in interactive lessons with other inter/intra-state schools. These experiences provide students with the opportunity to learn strategies from other students. In addition to our video conferencing technology, students also learn how to use *Microsoft Word* and *PowerPoint* as early as 2nd grade to create reports and classroom presentation. Some integrate writing via the internet by becoming classroom pen pals with a sister school in Oregon. Teachers incorporate this technology to enhance state mandates, ensuring that students have a strong foundation in technology as well as their academics.

Another resource that is utilized is *United Streaming*. This is a web-based program that contains videos based on curriculum standards. Teachers are able to search for videos by topic and download them to view in the classroom. This website has provided the teachers with the opportunity to enrich classroom deliverance while addressing the needs of our visual learners.

At James Bowie Elementary, the faculty are constantly looking for innovative ways to facilitate the delivery of instruction. It is our goal to prepare our students for the technological challenges of the 21st century. It is for this reason that we are willing and asked to participate in various pilot programs which utilize technology. For example, two years ago the faculty participated in a pilot program that tested the effectiveness of web-site based communication. This program is now used district-wide. This year, James Bowie Elementary was asked to participate in a pilot program named *LightSpeed*, a voice amplification system being piloted throughout the district. This program, designed to facilitate teacher instruction, is currently being piloted in two of our classrooms (K and 5th). It is the teacher's willingness to participate in such programs that enable our students to be at the forefront of any technological changes.

4. Instructional Methods:

Meeting the individual needs of the students at James Bowie Elementary is a common goal for all faculty and staff. The staff at James Bowie is currently implementing research-based methodology via different instructional programs to ensure that students receive a high quality education that will prepare them to become successful individuals. This is achieved through the use of cooperative/collaborative instruction and inter-grade level planning by the campus' teachers. We firmly believe in the "collaborative" approach because we have different types of learners throughout the school. The James Bowie's school motto states, "Learning Hand in Hand, *Aprendiendo Mano a Mano*--" which is reflective of our staff efforts to provide a conducive learning environment that meets the diverse needs of all our students.

Instruction is provided in the students' dominant language and care is given to provide a cultural link through a culturally integrated curriculum. This is seen through the holiday-centered activities where parents, as guest speakers, can be part of the students' learning. For example, lessons on special foods, customs, and special jobs that define their cultural heritage. Cultural emphasis is also placed on James Bowie's music program because we feel it provides the students with a connection to their family's heritage and traditions; but most importantly it strengthens their personal identity.

The *Estudiantina Infantil*, a musical "minstrel" group composed of 3rd, 4th, and 5th grade students helps instill in our students a sense of pride and love for their culture and music. Ninety six percent of the students attending James Bowie are Hispanic of which eighty six percent are economically disadvantaged. However, we traditionally have several non-Hispanic students that have joined the *estudiantina* and subsequently learned

Spanish through songs as well as to learn to play and follow Spanish music lyrics. The James Bowie Estudiantina consists of mandolins, guitars, vihuelas, a double bass, bells, and voice. Many of our students join the Estudiantina never having picked up an instrument. Learning to play an instrument requires much discipline; it is this same discipline that makes it easy for a student to excel in other areas of their lives. Our Estudiantina has received awards at the national and state level; most recently by Texas Senator Eddie Lucio who in a proclamation named the James Bowie *Estudiantina Infantil* as the “*Estudiantina of Texas*.” The Estudiantina also has the honor of being named the National Estudiantina through the National Children’s Latino Institute where they competed with numerous entities for this prestigious award. The James Bowie Estudiantina has offered us yet another means of community as well as statewide involvement, since they are constantly being asked to perform at different local and statewide functions.

In addition to addressing the cultural aspect of our students’ development, our music program also serves as a supplement to our daily instruction. Our music curriculum incorporates songs, written by the music teacher, to aid students in learning letter sounds, grammar rules, mathematical processes and basic facts, utilizing total physical response, oral presentations and hands-on activities.

In order to continue developing academic skills in our students, James Bowie Elementary also has a wide range of extra curricular activities available to the student body. Students have the opportunity to join organizations that address their particular interests. James Bowie currently offers a chess club, violin ensemble, choir, student council, and destination imagination, a club designed for gifted and talented students that addresses problem solving skills through skits and improvisation. It must be noted that James Bowie exercises the University Interscholastic League (UIL) “no pass, no play” rule, in that the student must pass not only classroom curriculum, but district and campus benchmarks as well. This criteria is scrutinized every 3 weeks through Progress reports and Report Cards.

Although addressing a student’s cultural development is important, we do not forget the importance of developing a strong cognitive foundation. James Bowie has special pull out programs which are designed to close the achievement gap of those students struggling with the curriculum. This special part of James Bowie’s instructional program consists of a Title-I and Title-II Reading Specialist as well as a Special Education teacher who provide various instructional methodologies for different types of learners. The Title-I teacher aids the teachers in 1st – 3rd grade classroom design and implement specific interventions for students who are struggling in Language Arts. These students receive daily reinforcement with hands-on meaningful activities and oral language experiences in their native language from both their homeroom teacher and the Reading Interventionist raising their chances of succeeding with the school curriculum. The second specialist is hired through Title II funding to provide 3rd, 4th, and 5th grade “at-risk” students with intervention so that they may master grade level expectations in Language Arts which are correlated with the state mandated curriculum and assessments. This methodology is also implemented with our special education program which assists K-5th grade students make the yearly progress as outlined in their Individual Education Plans and at the same time challenge them with on grade level instruction to ensure success with state mandated assessments.

On-going collaborative/cooperative planning has to be rigorously maintained in order to provide uniformity of student expectations being taught in the regular classroom. These expectations must coincide with the instruction received in these unique enrichment programs that focus on student individual needs so that those who participate in them may attain success. These programs, in addition to the regular curriculum, provide the students at our campus with the unique opportunity to prevail.

5. Professional Development:

James Bowie believes in setting high academic standards. We address our students’ needs with effective, research-based methodology that is derived from professional development seminars. The professional

development received by the faculty of James Bowie Elementary is aligned to the needs of our students as per state mandated curriculum and assessments.

Inservices provided to the faculty of James Bowie Elementary is based on the campus needs assessment which is based on benchmarks tests, the state exam, and other assessments such as the MClass Circle, Texas Primary Reading Inventory and Tejas Lee. All professional development provided to the teachers is done so after the disaggregation of data from these results so that the professional development will impact the classroom teaching positively, ultimately maximizing student success. The information is then derived to obtain either district or outside consultants to assist the individual grade level appropriate needs, or school-wide staff development needs such as utilizing Thinking Maps for all subject areas, Sharon Wells for math, Dr. Diana Ramirez for Reading, or Science Consultants.

In addition to the school-wide staff development that occurs throughout the year, grade levels also participate in rigorous grade level planning and cross-grade level meetings to prepare for future student needs. At James Bowie, teachers are given Extended Planning sessions once a month whereby they have an extended conference period to plan together as a grade level. The extended planning sessions also provide opportunities to discuss with other grade levels student progress and has proven to be very fruitful since it allows teachers to share their own ideas with each other. We encourage this collaboration because we believe that it is through our shared knowledge of successful strategies that our own teaching will continue to grow along with our students' knowledge base thus making this in-house method one of the best staff developments for our staff. Along with campus staff development, we are fortunate to have continuous training at the district level. This training although geared for the whole school district is still specific in nature since it addresses up to date best practices and guidelines for specific populations and programs such as Gifted and Talented, Bilingual, At-Risk, Special Education, etc. Another area of ongoing training is up to date technology on instructional programs that can be utilized in the classroom as well as how to best implement and generate teacher forms for documentation.

Other examples of training available at the district level are more area specific such as classroom management, utilizing higher order thinking skills, new teacher information and PK guidelines to name a few. James Bowie teachers are trainers of trainers and have frequently been called upon to provide staff development and share ideas with other schools in the district. Our staff is always willing to mentor and assist other in any academic capability; therefore they will continue to do so if we receive the honor of National Blue Ribbon School.

6. School Leadership:

James Bowie's mission statement is the basis for all leadership decisions. The administration and faculty believe that it is our duty to provide students with an environment that is conducive to learning and paves the way for student success as they meet the high academic standards we have set for them. It is this philosophy that drives the decision making process at our campus.

The decisions made for the students at James Bowie Elementary are done so collaboratively. It is through team collaboration and grade level data gathering that assist the principal in making decisions as to what types of educational programs, staff development and resources that need to be implemented for the student body, and finally how staff can best impart their knowledge to the students in their classrooms.

The school administration at our campus is not its own separate entity, but rather works collaboratively with the classroom teachers and parents of this campus. We believe that the alliance formed with all parties involved help support our one goal—to maximize student performance. James Bowie Elementary believes that we must address all aspects of our children's development--academic, linguistic, cultural, and emotional.

One area which has warranted that all parties assume leadership roles is fundraising. Administration, faculty, parents, students, and community work collaboratively to support fundraising at our campus since it provides funds for the continual implementation of the reading curriculum. Through generated funds our campus has been able to enrich the reading curriculum by furnishing the library with new books that supports the Accelerated Reader (AR) program. We believe in this program as it not only promotes a love for reading, but also aids the students in developing their fluency and comprehension. These funds provide field trips to reward students for their academic efforts. In addition, we also host an “Accelerated Reader Store” where students can purchase items with the AR points they have earned. These items may be purchased for themselves or serve as gifts for their families on special occasions such as Christmas, Mother’s Day, Father’s Day, etc.

Our bilingual program is an area where the principal has guided the teachers to take a more active role in the decision making process for our students. With the direction and leadership of the principal, the faculty decided that the best instructional program for our bilingual students was the late-exit transitional bilingual model. James Bowie is the only campus within the district that implements this model for our English Language Learners because the faculty agreed with the principal that this model addressed the needs of the students as it provides them with an opportunity to continue their success in an English curriculum.

On occasion, we meet very specific challenges where the principal has to “think out of the box” and implement an immediate plan of action in order to impact student achievement. One such challenge was encountered last year with our Science 5th grade benchmarks. It was obvious that the 5th graders had been struggling with the Science objectives which were consistently at 60%. We received the last benchmark one month before testing...again 64%! At this time, panic set in and an immediate plan of action had to be taken. The principal quickly researched effective programs for at-risk students. Based on the research, the principal decided that the most suitable program for our students was the “Big Brother-Big Sister” philosophy since our students were having difficulty being consistent and were in need of other academic support. Each of the 24 struggling students were immediately assigned to a PK-4th grade teacher, preferably one of their previous teachers, to serve as a “Science Buddy” for that one student. The purpose of the “Science Buddy” teacher was to consistently provide daily moral support, verification/clarification/assistance with homework or projects, accountability of behavior and grades, to provide the student with an individual area to study (his/her classroom) or be tutored if needed. Home calls were also made to simply say, “Good night”. This plan of action was explained to the teachers and put into place the day after the benchmark scores were received. The principal’s decision was initially met with reluctance by the teachers due to feelings of inadequacy with regards to the 5th grade Science objectives. However, once the initial visit with the student transpired, the teacher’s ingenuity in them came forth and took over. This plan of action implemented by the principal reaped its reward as evidenced a month later with James Bowie students achieving 96% on the state Science test! Upon receiving the news that the Science scores were in, the Teacher Science Buddy’s interest was not in the final percentage but rather, “How did my little buddy do?”. By the same token, when the students received their passing score, the first person they ran to tell was their Teacher Science Buddy. Once again, we embodied our motto, “Learning Hand in Hand”, proving that any student can achieve success as long as they know someone believes in them.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	96	95	88	88	95
% Commended	54	41	30	30	39
Number of students tested	67	75	74	76	56
Percent of total students tested	99	99	94	90	90
Number of students alternatively assessed	1	1	1	7	5
Percent of students alternatively assessed	1	1	1	8	9
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	96	93	87	96	93
% Commended	51	39	20	26	44
Number of students tested	51	57	60	54	43
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	95	96	89	88	94
% Commended	55	40	29	28	36
Number of students tested	66	72	73	74	53
3. (specify subgroup): Limited English Proficient					
Commended% Meeting State Standards plus % Commended	100	88	79	92	88
Commended% Commended	57	24	14	15	24
Number of students tested	21	35	29	26	25
4. (specify subgroup): At Risk					
Commended% Meeting State Standards plus % Commended	96	90	86	96	88
% Commended	54	24	22	22	72
Number of students tested	67	42	59	49	25

Notes:

Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	97	99	97	97	100
% Commended	43	41	45	46	54
Number of students tested	67	75	77	69	56
Percent of total students tested	99	99	97	90	92
Number of students alternatively assessed	1	1	1	7	5
Percent of students alternatively assessed	1	1	1	10	8
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	96	97	97	97	100
% Commended	35	35	36	36	60
Number of students tested	51	57	62	61	43
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	97	99	97	97	100
% Commended	44	40	45	45	45
Number of students tested	66	73	74	75	53
3. (specify subgroup): Limited English Proficient					
% Meeting State Standards plus % Commended	100	97	93	92	100
% Commended	19	29	20	19	56
Number of students tested	21	35	30	26	25
4. (specify subgroup): At Risk					
% Meeting State Standards plus % Commended	97	98	97	96	100
% Commended	43	29	33	33	56
Number of students tested	67	42	60	49	25

Notes:

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	97	86	91	88	89
% Commended	44	41	24	33	25
Number of students tested	77	77	68	52	64
Percent of total students tested	96	99	82	88	91
Number of students alternatively assessed	1	0	11	5	6
Percent of students alternatively assessed	1	0	13	8	9
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	96	83	89	87	86
% Commended	42	37	22	38	20
Number of students tested	59	61	54	39	51
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	96	85	91	91	89
% Commended	42	41	24	23	24
Number of students tested	74	73	66	64	63
3. (specify subgroup): Limited English Proficient					
% Meeting State Standards plus % Commended	94	56	87	73	69
% Commended	36	17	20	33	13
Number of students tested	33	19	15	15	16
4. (specify subgroup): At Risk					
% Meeting State Standards plus % Commended	95	61	90	78	81
% Commended	32	18	19	28	8
Number of students tested	37	29	21	18	26

Notes:

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	90	91	89	89	97
% Commended	29	29	20	20	38
Number of students tested	77	75	70	56	63
Percent of total students tested	96	97	84	92	91
Number of students alternatively assessed	1	0	11	5	6
Percent of students alternatively assessed	1	0	13	8	9
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	90	90	86	88	96
% Commended	27	27	20	28	34
Number of students tested	59	59	56	40	50
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	89	90	88	89	97
% Commended	30	29	21	21	37
Number of students tested	74	72	68	66	62
3. (specify subgroup): Limited English Proficient					
% Meeting State Standards plus % Commended	88	82	81	80	94
% Commended	21	18	25	27	35
Number of students tested	34	17	16	15	17
4. (specify subgroup): At Risk					
% Meeting State Standards plus % Commended	84	89	82	83	94
% Commended	21	19	18	22	41
Number of students tested	38	27	22	18	21

Notes:

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	97	97	94	95	95
% Commended	71	58	70	55	38
Number of students tested	68	70	54	62	55
Percent of total students tested	100	92	87	91	90
Number of students alternatively assessed	0	6	9	5	6
Percent of students alternatively assessed	0	8	13	7	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	96	96	92	100	93
% Commended	69	53	68	51	36
Number of students tested	51	55	38	49	45
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	97	97	94	94	94
% Commended	71	57	71	68	37
Number of students tested	65	63	51	50	52
3. (specify subgroup): Limited English Proficient					
% Meeting State Standards plus % Commended	82	100	81	76	75
% Commended	55	40	44	29	25
Number of students tested	11	15	16	17	8
4. (specify subgroup): At Risk					
% Meeting State Standards plus % Commended	86	92	88	85	79
% Commended	45	32	46	30	14
Number of students tested	22	27	24	27	14

Notes:

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2008 Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Apr	Apr
SCHOOL SCORES					
% Meeting State Standards plus % Commended	100	95	95	97	91
% Commended	26	32	51	33	31
Number of students tested	68	65	55	63	54
Percent of total students tested	100	86	77	89	90
Number of students alternatively assessed	0	6	9	3	6
Percent of students alternatively assessed	0	8	13	4	10
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Meeting State Standards plus % Commended	100	94	92	96	89
% Commended	20	24	56	25	25
Number of students tested	51	51	39	50	44
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Meeting State Standards plus % Commended	100	95	94	94	90
% Commended	25	30	52	49	27
Number of students tested	65	63	52	51	51
3. (specify subgroup): Limited English Proficient					
% Meeting State Standards plus % Commended	100	93	81	93	71
% Commended	0	33	50	21	29
Number of students tested	11	15	16	14	7
4. (specify subgroup): At Risk					
% Meeting State Standards plus % Commended	100	88	88	92	79
% Commended	5	28	42	13	14
Number of students tested	22	25	24	24	14

Notes: